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ABSTRACT

The Board of Teacher Registration, which is reponsible for the registration of teachers in Queensland, Australia, has established a professional education committee to assist in conferring and collaborating with interested groups on teacher education programs. These guidelines have been produced to assist institutions to develop preservice programs which will enable graduates to be registered as teachers in Queensland. In establishing these guidelines the board seeks to develop a cooperative relationship with institutions where a climate of consultation and mutual respect is emphasized. This publication outlines the program guidelines for higher education institutions and discusses the procedures involved in obtaining board approval of teacher education programs. The discussion of program guidelines focuses on the following topics: the educational context within which the program is offered; institutional procedures for consultation in program development; the rationale and objectives, content and process, and structure of programs and curricula; and assessment of student work. (IAH)

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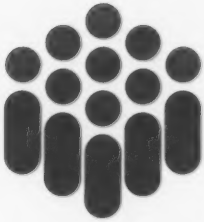

BOARD OF TEACHER REGISTRATION
QUEENSLAND

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GUIDELINES ON THE ACCEPTABILITY OF TEACHER EDUCATION PROGRAMS FOR TEACHER REGISTRATION PURPOSES

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QUEENSLAND BOARD OF TEACHER REGISTRATION

GUIDELINES

ON THE ACCEPTABILITY OF TEACHER EDUCATION PROGRAMS FOR TEACHER REGISTRATION PURPOSES

December 1990

GUIDELINES ON THE ACCEPTABILITY OF TEACHER EDUCATION PROGRAMS FOR TEACHER REGISTRATION PURPOSES

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BOARD OF TEACHER REGISTRATION

GUIDELINES ON THE ACCEPTABILITY OF TEACHER EDUCATION PROGRAMS FOR TEACHER REGISTRATION PURPOSES

PREAMBLE

Under the Education (Teacher Registration) Act 1988, the Board of Teacher Registration is responsible for the registration of teachers in Queensland. The Act also requires the Board, inter alia, 'to confer and collaborate with employing authorities, teacher education institutions, the teaching profession, teacher organisations and the general community in relation to standards of courses of teacher education acceptable for the purpose of teacher registration and to advise the Minister accordingly' (section 6, paragraph 1).

The Board has established a Professional Education Committee to assist it with this function of conferring and collaborating with interested groups on teacher education programs[1].

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1 The term 'program' is used in this document to refer to the overall higher education studies undertaken by a prospective teacher leading to eligibility for teacher registration. 'Program' is preferred to 'course' since the latter is used by different institutions in different ways and also since more than one course (in the sense where a course lasts one to several years and leads to the award of a diploma or degree) may constitute the overall preservice teacher education program.

The terms of reference of the Committee are:

1. To confer and collaborate with employing authorities, teacher education institutions, the teaching profession, teacher organisations and the general community on matters relating to the acceptance of teacher education programs for the purpose of teacher registration and to advise the Board of Teacher Registration on such matters.

2. To advise the Board of Teacher Registration on the most appropriate procedures that the Committee should follow in discharging its responsibilities.

3. To draw the Board of Teacher Registration's attention to any matter relevant to the performance of the Committee's functions, which appears to have implications for teacher registration policy.

The members of the Committee are drawn from senior teacher educators from higher education institutions, the major employing authorities, teacher unions, community and parent groups and the general body of registered teachers.

The processes and content of teacher education programs are of major interest and concern to the Board, from within a legal and procedural framework established in the Education (Teacher Registration) Act 1988. The following guidelines have been produced to assist institutions to develop programs which will enable graduates to be registered as teachers in Queensland.

In establishing these program guidelines, the Board of Teacher Registration seeks to develop a cooperative relationship with institutions where a climate of consultation and of mutual support and respect is emphasised. The Board values diversity and creativity in patterns of, and approaches to, preservice teacher education. Through consultation and cooperation with institutions in implementing these guidelines, the Board would hope to encourage quality teacher education programs.

PROGRAM GUIDELINES

1. The Context

1.1 In the view of the Board of Teacher Registration there are certain features that should characterise the educational context within which the program is offered, irrespective of particular settings. The Board will need to be satisfied that the educational context is consistent with the generally-accepted academic standards of Australian higher education institutions as evidenced by:

1.1.1 Programs which develop abilities to form independent judgment, to weigh values and to understand fundamental theory, and which are also attuned to professional or occupational requirements.

1.1.2 Teaching staff whose qualifications and expertise in current areas of teaching are consistent with the needs of quality professional education.

1.1.3 The foundation of programs on a sound research base with a clear link between the teaching program and available research evidence.

1.1.4 The existence of a representative governing body with responsibilities of policy and resource development.

1.1.5 Physical facilities, library/learning resources and other resources of a standard appropriate to the needs of a quality professional program.

1.2 Whilst these contextual aspects of the program may not require detailed documentation in the case of institutions established under Acts of Queensland Parliament, they will

clearly be the subject of closer scrutiny in the case of institutions offering teacher education programs for the first time.

1.3 In addition, the Board expects the context to reflect these other important characteristics:

1.3.1 the traditional higher education values of disinterested debate and the pursuit of truth;

1.3.2 an environment which encourages the development of a critical concern for social justice and a readiness to pursue cooperatively ethical solutions to social problems;

1.3.3 a practical appreciation of the great educational potential in individual differences and a commitment to the principles of equity and access;

1.3.4 humane and equitable policies in dealing with students and members of staff;

1.3.5 goals and objectives appropriate to the institution's mission and the needs of its clients;

1.3.6 a commitment to lifelong learning;

1.3.7 student support services appropriate to the needs of the students enrolled, including counselling sensitive to the educational, personal and career aspirations of students;

1.3.8 recognition of the importance of students' views in program evaluation and development;

1.3.9 emphasis on continuous intellectual and professional staff development, within a framework of academic freedom;

1.3.10 organisation and administration which facilitate teaching and learning;

1.3.11 ongoing institutional self-review and planning procedures aimed at promoting the effectiveness of higher education.

2. Institutional Procedures for Consultation in Program Development

2.1 The Board of Teacher Registration believes that the development and assessment of initial teacher education programs should be conducted within a broadly consultative framework. Consequently, in the development and internal assessment of the program, the institution should involve individuals and groups such as: schools and teachers, teacher education students, employing authorities, teacher organisations, parent organisations and parents of school children, members of the internal and external academic community (possibly including some from interstate), and members of the general community who are able to represent a range of community attitudes and interests.

3. Programs and Curricula: Rationale and Objectives

3.1 Given that the nature of students accepted for entry to the program both reflects the program rationale and objectives and has implications for the achievement of these objectives, selection of entrants is an important aspect of the program. Selection of students for entry to the program should include such procedures as interviews, principals' reports and tertiary entrance profile, and should

focus on a range of characteristics relevant to the roles which graduating teachers will be required to perform.

3.2 Institutions should be able to demonstrate that:

3.2.1 Programs reflect a systematic design with an explicitly stated philosophy and aims.

3.2.2 Programs are based on concepts and understandings from educational theory, research and practice, carefully articulated with the practicum.

3.2.3 The work of the program is planned to be appropriate for beginning teachers.

3.2.4 Preservice programs are responsive to development in schools and society and to emerging and changing roles for teachers.

4. Programs and Curricula: Structure

4.1 Preservice teacher education may follow a number of patterns however, to be acceptable for registration purposes, a program should provide a minimum of four years of tertiary study, including a minimum of three semesters (or equivalent) of professional studies[2].

2

The Board of Teacher Registration has adopted the following position as the basis for future registration policy:

(i) all preservice teacher education for early childhood, primary or secondary teaching should be of at least four years' duration; and

(ii) the overall studies undertaken in a preservice teacher education program should include professional studies amounting to the equivalent of not less than three semesters of full-time study.

A date for implementation of this policy has yet to be determined. Pending the implementation of the policy, the Board will continue to accept for registration purposes undergraduate preservice teacher education programs of not less than three years' duration, or postgraduate preservice teacher education programs of not less than two semesters' duration, which are consistent in other respects with these guidelines.

4.2 There are many possible program structures that could meet these requirements, for example:

- a four-year preservice Bachelor of Education;
- a four-year program leading to a degree plus Diploma in Education and including at least three semesters (or equivalent) of professional study;
- a degree (e.g. in Arts or Science) followed by a three-semester (or equivalent) 'end-on' Diploma in Education;
- a degree (e.g. in Arts or Science) followed by a two-year Bachelor of Education.

4.3 Programs should exemplify the interrelation between theory and practice, integrating field experience with other aspects of the program.

5. Programs and Curricula: Content and Process

5.1 Programs should be designed to meet both the personal development and professional needs of teacher education students in a democratic society. Formal studies and associated scholarly pursuits should embrace general liberal education, subject disciplines and professional studies. Programs should foster critical and reflective capacities, aesthetic sensibilities, and an appreciation of the diverse modes of human experience and expression, creativity and a deep valuing of ideas and lifelong learning. All teacher education students need to develop the capacity to understand and respond positively to the reality and challenge of a changing society.

5.2 Programs should take into account relevant current reports and recommendations, including those published by the Board of Teacher Registration from time to time.

Content Studies

5.3 Students will be expected to gain an understanding, at a level appropriate to higher education, of the subject areas they will teach: their central contemporary concepts, their relevant content knowledge, their structure and characteristic modes of enquiry. These expectations will vary relative to the age-range of pupils which students are being prepared to teach.

Professional Studies - Curriculum Studies and Cross-curricular Areas

5.4 Teacher education students should prepare for the teaching of pupils or students in specified age ranges and in specified curriculum areas. The breadth of such preparation should take into account the outcome of ongoing negotiations between the institution and teacher employing authorities on the number of subjects or curriculum areas in which teachers should be prepared to teach. Students in a teacher education program should also be made aware of:

- teaching approaches used with pupils or students in other age ranges (especially at levels contiguous with those for which the intending teacher is preparing), and

- curricula in other subjects or curriculum areas (particularly those cognate with the areas on which the teacher will focus).

This should include an awareness of differences and continuities in approaches and curricula between primary and secondary schooling.

5.5 Students should gain a knowledge of relevant curriculum documents and resources, an understanding of curriculum

planning, program evaluation and student assessment, and skills in the translation of syllabuses and work programs into daily programs for classroom practice. They should also gain an adequate understanding of the philosophies underlying curricular frameworks used by major teacher employing authorities. Those intending to teach in the secondary school should have the opportunity to acquire skills and understandings related to the broadening of the school curriculum at post-compulsory levels.

5.6 Students should be prepared for developing curriculum to permit the effective teaching of pupils with a variety of educational needs and in a variety of class and school or college settings relevant to Queensland education, including schools in rural and isolated areas.

5.7 All students completing teacher education programs will be expected to have reached an adequate understanding of literacy and numeracy, in order to teach them effectively within their curriculum areas.

5.8 Programs should be designed to ensure that students are able, through their teaching, to encourage the development in their pupils of the range of skills and processes which allow them not only to access knowledge but also to use it effectively.

Professional Studies - Education Studies

5.9 Professional studies should encompass: (i) knowledge of human growth and development as studied in the psychology and sociology of education; and (ii) studies relating to the context of schooling, including the philosophy, sociology, history, politics and economics of education and comparative education. This socio-cultural awareness should lead to teachers having understandings

which will help them to empower their pupils in a wider social context.

Professional Studies - Teaching and Learning Studies

5.10 Programs should develop in students teaching competencies appropriate to their intended role. Students should develop the ability to use a variety of teaching/learning modes including those appropriate for whole class, small group and individual work and in settings including the classroom, the school or college and the community.

5.11 Programs should develop in students an ability to cater for the wide variation in personal characteristics among learners, taking into account factors such as gender, age, ability, behaviour, social background and culture.

Professional Studies - Teacher Roles

5.12 Programs should provide students with appropriate knowledge and abilities in classroom management, including class routine and organisation, classroom discipline and relevant documentation.

5.13 Teacher education students should develop the ability to cooperate effectively with professional colleagues, to be collegial members of the teaching profession, and to work with specialist resource personnel and agencies. Programs should acquaint students with the support networks available to beginning teachers including those provided through teacher support centres and professional associations, as well as the support that may be available within a school or college.

5.14 Programs should provide an orientation to areas such as school/college organisation and administration, and parent-

teacher partnerships. Recognition should be given to the role of parents in the education process.

5.15 Teacher education students should gain an awareness of the legal role and responsibilities of teachers, educational institutions and education authorities.

5.16 Programs should be concerned with developing appropriate school/college system support roles and also with developing in students attitudes and abilities conducive to changing educational institutions appropriately. It is important that system maintenance roles and critically reflective, development roles are balanced.

5.17 An understanding of the role of education in developing social awareness in relation to other social institutions, and an appreciation of the importance of cooperation with other social agencies should also be promoted.

Teaching-Learning Approaches

5.18 The teaching and learning approaches adopted in initial teacher education programs should encourage students to take an active role in their own learning and professional development, not only during the professional preparation program, but also in their induction into teaching, and subsequently throughout their professional careers. These processes would include both program evaluation and student assessment to improve teaching and learning in the classroom.

5.19 Programs should be conducted in such a way that they develop students' individual talents and interests as they relate to teaching.

Teaching and Other Practical Experiences

Rationale and Goals

5.20 Practical experiences should be an integral component of preservice teacher education programs which will assist appropriate linking to occur across subjects studied on campus, and between campus and school experiences. Other components of the teacher education program should be functionally related to the practical experience component.

5.21 As a central component of the preservice teacher education program, the nature, purpose and amount of teaching and other experiences in the program in the settings in which they occur should be carefully planned in terms of their contribution to the goals of the program.

5.22 All experience should be purposeful, structured and require some student accountability within the practicum program.

5.23 Practical experiences are those experiences which allow student teachers to develop and achieve competence in the practical skills, knowledge and attitudes necessary for operating as competent autonomous teachers. Such experiences should be designed to allow for the professional and personal growth of teacher education students. They should also be designed to ensure that student teachers adopt a critically reflective rather than a reproductive approach to their professional growth as teachers.

5.24 Field and other practical experiences should be planned and conducted in close collaboration with participating schools and teachers. The notion of partnership between higher education institutions and schools in the conduct of preservice teacher education should be fostered so that all

parties have a genuine sense of 'ownership' of the program and an understanding of each other's perspectives on the fundamental relationship between the theoretical and practical components of the program.

Forms and Settings

5.25 Teaching and other practical experiences may take a variety of forms (e.g. one day a week or block practice) and may be undertaken in a variety of settings, including the higher education institution, schools, and other settings, as indicated in Table 1. A balance should be maintained between non-classroom practical experiences gained in schools and those gained in other settings.

5.26 Experience undertaken in non-school settings should include experiences aimed at allowing students to explore the types of resources and support available to teachers outside the school.

5.27 Practical experiences should bring students into contact with learners of both genders and of varied ages, abilities, behaviours, social backgrounds and cultures. While students should have practical experience with learners of varied ages and in various curriculum areas, adequate experience should be undertaken with the age range and curriculum areas on which the teacher will focus after graduation.

Quantity and Timing

5.28 In normal circumstances the Board would expect not less than 100 days' practical experience, with a minimum of 80 days' in-school experience, in an **undergraduate pre-service program**, and not less than 60 days' practical experience, with a minimum of 55 days' in-school experience in a **graduate-entry preservice program**. The

development of varied practicum models for the use and distribution of this time is encouraged.

5.29 Students should be given the opportunity for involvement in schools early in their teacher education program so as to help them assess their suitability for a teaching career.

5.30 The final year of the teacher education program should include an expanded school experience during which students plan, implement and evaluate an agreed teaching unit under the general supervision of a cooperating teacher. Students undertaking such an expanded practicum should have previously undertaken adequate structured experiences to prepare for this.

Supervision

5.31 By using the techniques of clinical or cooperative supervision, supervision must allow for student teachers to develop skills and attitudes conducive to critical reflectivity.

5.32 Supervisors, university and school, should be carefully selected and be provided with adequate formal preparation to ensure their competence in appropriate supervisory techniques. Under the Education (Teacher Registration) Act 1988, persons entering schools to supervise or assess the work of student teachers are required to be registered as teachers in Queensland unless otherwise authorised by the Board.

6. Assessment of Student Work

6.1 The Board believes that responsible assessment procedures are vital if an institution is to exercise its responsibility to society at large and the school system in particular for the maintenance of appropriate standards.

Consequently, institutional assessment policies and procedures and the implementation of these in the teacher education programs, are a matter of interest to the Board.

Assessment procedures should include both formative (or diagnostic) feedback to students as well as summative assessment.

Table 1: Teaching and Other Practical Experiences

Examples of types of teaching and other practical experiences that could be provided within each of three settings. These examples are illustrative only. It is not intended to suggest that each program should necessarily include all the types of experiences listed.

	In School*	On Campus or Campus-Associated Facilities	Other Settings
Teaching Experience	Structured teaching experiences, including closely associated activities such as: . Observation of lessons taught by experienced teachers . Child studies . Staff meetings . School organisation/culture studies . School development planning . Participation in co-curriculum activities and school excursions . Interaction with specialist staff and class teachers	. Microteaching . Video-interactive disk simulations . Tutoring - children - peers . Teaching visiting groups of school students	. Youth camps . Museum education, etc. . Sunday School . Governessing . Parenting . Exchange visits to schools in other countries . Tutoring in adult literacy programs . Community education . Industry training . Business schools . ELICOS centres . Migrant education
Other Practical Experiences	. Reports/parent interviews . Sports days . Visits to range of schools . School-based inservice activities . P & C meetings	. Child study centres . Videos . Parent/community group meetings	. Visits to art gallery/museum/ theatre/musical events . Involvement in community groups and agencies including youth centres . Work experience and/or visits to industry and commerce, government and community services . Interactions with parents and parent groups
Minimum Requirement	80 days - undergraduate programs 55 days - graduate-entry programs		
Overall Minimum Requirement	100 days - undergraduate programs 60 days - graduate-entry programs		

* For certain types of students, educational settings other than schools may be appropriate (e.g. TAFE colleges, business colleges, ELICOS centres, provided that teaching experience in these settings is supervised by a registered teacher.

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PROCEDURES

The following procedures are suggested by the Board of Teacher Registration for collaboration in the development of teacher education programs acceptable for the purposes of teacher registration in Queensland.

It is acknowledged that it is the responsibility of higher education institutions to develop and assess their own programs. These guidelines are intended to assist in the development of programs which will produce graduates eligible for registration as teachers.

To further this process, the Board of Teacher Registration will ask its Professional Educational Committee to consult with each institution concerning the acceptability of its preservice teacher education programs. In so doing, the Board seeks to confer with the institution to ensure that the nature and timing of this consultation meets the particular internal procedures and requirements of the institution concerned. This is intended to avoid unnecessary duplication of documentation or procedures.

The procedures are outlined below:

Preliminary Consultation

In the initial development of teacher education programs, and to provide advice on the likely acceptability of programs at appropriate stages during that development, an institution may wish to consult with the Board. Such consultation between the Board and an institution may take any of a number of forms. For example, a member of the Professional Education Committee may be invited to become a member of the institution's program planning/development committee or faculty board. Alternatively, a preliminary concept proposal might be referred to the Professional Education Committee for comment.

If significant issues arise during any consultations, the representative of the Professional Education Committee may refer these issues to the Professional Education Committee for consideration. While it is intended

that such representatives provide a link between the Board and the institution, their comments and advice provided at this stage of development cannot be taken as committing the Board to the ultimate acceptance or non-acceptance of the program.

The initiation of any such preliminary consultations is generally a matter for the institution concerned. However, **such consultations will be a formal requirement in the case of an institution offering a teacher education program for the first time.** Preliminary consultation is considered highly desirable where an existing teacher education institution proposes to offer a new program or proposes to make major changes to an existing program.

Provisional Advice on Acceptability of Programs

Appropriate documentation is submitted to the Board of Teacher Registration by the institution. The nature of the documentation, and the timing of its preparation and submission is a matter for consultation between the institution and the Board. Documentation necessary for the program to be approved within the institution's own procedures for program development, and a description of those procedures, may be provided. An indication to the Board of Teacher Registration as to where to find information relevant to these guidelines should be included.

After considering the documentation, the Professional Education Committee may wish to discuss the information provided with the institution. The primary emphasis in this activity will be to indicate whether there are any likely impediments to the registration of graduates of the program.

At the conclusion of this process the Professional Education Committee prepares a report and recommendations to the Board of Teacher Registration.

After considering the information gained in the preceding steps, the Board of Teacher Registration advises the institution as to the provisional acceptance of the program for the purposes of teacher registration in Queensland. Normally it would be expected that graduates of a program

given such acceptance would be eligible for registration, subject to the program's being implemented as indicated in the documentation submitted to the Board.

Confirmation of Acceptance

At an appropriate time after the introduction of a program which has been given initial acceptance, members of the Professional Education Committee visit the institution to confirm that the program as implemented is consistent with the intentions expressed in the documentation and with the Board's guidelines. The visit or visits may include consultations with program coordinators, with staff members of the institution and cooperating schools and with students and observation of students' work on campus and in field experience settings.

A report is then prepared for the institution and, after discussion of the report with the institution, the Professional Education Committee makes a recommendation to the Board of Teacher Registration on the confirmation of the acceptance of the program for registration purposes.

Continuing Acceptance

The Board will seek from the institution an annual statement of any changes in the program, in its teaching processes and forms of assessment, or in the staffing and other resources provided for its implementation.

Representatives of the Board will visit the institution every three years to review with institutional staff the ongoing implementation of the program.

Where any significant changes to the program are proposed, the Board will consult as appropriate with the institution concerned regarding the continued acceptance of any revised programs. This consultation will generally involve the procedures outlined above.